Senior School Subject Selection Guide

Developed in conjunction with the Queensland Curriculum and Assessment Authority (QCAA)
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Introduction

Dear Parents and Caregivers,

The Senior Years of study (Year 11 and 12) are exceedingly important and contribute significantly to the range of choices available to students at the completion of Year 12. The Senior Years are very busy, but students at Peace Lutheran College are well supported as they journey through this phase of their learning and look towards their future.

Queensland is introducing a new Certificate of Education system in 2019 with students who are commencing Year 11.

Key features of the new system include:
• New and redeveloped Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses
• External assessment in most senior subjects
• New quality assurance processes to strengthen the quality and comparability of school-based assessment
• Changes to QCE eligibility requirements
• The introduction of the Australian Tertiary Admission Rank (ATAR).

In Years 11 and 12, every student at Peace Lutheran College studies a compulsory core consisting of: English, Mathematics, Religion and Ethics and Sport. In addition, students study four elective subjects, chosen from the disciplines of: Humanities, Languages, Mathematics, Science, Technology and The Arts. Elective Subjects enable students to tailor a course of study that aligns with their interests, abilities and career aspirations. A well-planned course of study will provide a pathway towards a variety of post-school work and further study destinations. All students, except in extraordinary cases, are expected to begin Year 11 with a full complement of subjects.

The selection of a course of study in Year 11 is a very important step in the movement through the senior years and with the increasing importance of external examinations, it is essential that students are enrolled in suitable subjects that they will achieve good results in.

Throughout Year 10 students have developed a Senior Education and Training (SET) plan. This is designed to assist students in selecting a pathway that will ensure they are eligible to receive the Queensland Certificate of Education (QCE) qualification when they graduate.

At Peace Lutheran College, there are many pathways available for students to gain the QCE qualification. These include:
• A traditional study program leading to tertiary study (ATAR subjects)
• A range of Applied subjects that have more of a vocational focus (non-ATAR subjects)
• A school-based traineeship or apprenticeship whilst still attending school
• A combination of TAFE and school subjects
• A combination of some/all of the above

Peace Lutheran College is committed to assisting our students in making informed decisions on subject selection and career pathways. The information provided in this Course Planning Guide will assist you in this process. Experience has shown that student outcomes are better when they study subjects they enjoy and in which they personally anticipate greatest success. If they have career aspirations where pre-requisite subjects are specified, they need to choose accordingly.
To obtain a QCE, it is imperative that students make realistic choices, as this qualification is dependent on the successful completion of subjects and limits the amount of subject changes students are permitted to make in their senior years. By the end of Year 11 students need to be in the subjects they will retain until they graduate and have shown the capability of passing. Please read the contents of this booklet carefully and contact the school if further information is required.

Yours sincerely,

Mrs Elisabeth Fenske
Principal

Mr Peter Cummings
Head of Senior School

Subject Selection Process

Students follow an extensive pastoral program in Year 10 to assist them in making informed decisions about their educational pathway during the subject selection process. This includes the completion of their Senior Education and Training (SET) Plan. During this process, students analyse their achievement in each subject, set educational goals and explore a range of educational and career pathways.

To ensure students select subjects that they can succeed in, the College uses student achievement and application data to calculate a numerical suitability score for each individual student for each subject. The suitability score is discussed with students and communicated to parents before subject selection takes place. The criteria are as follows:

1. The student is currently working at a Standard A or B in this subject in Year 10. They can achieve highly in this subject in Year 11 and 12.
2. Either the student is currently taking this subject and achievement levels demonstrate that they can pass it in Year 11 and 12, or the student does not currently take this subject, but Year 10 achievement in comparable subjects indicate that they are a suitable candidate.
3. Current achievement in Year 10 indicates that the student may not be suitable to undertake this subject. They can select it, but will be placed on a contract stating that they must pass Unit 1 of Year 11 to ensure continuation in the selected subject.
4. Current achievement in Year 10 indicates that the student is not a suitable candidate for this subject.

The College organises a Subject selection information evening during Term 3. This service provides information on subject selection, educational pathways and the ATAR system. Teachers will be available to discuss individual student and parent questions concerning subject selection.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student’s ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.
General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.


Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.
Vocational education and training (VET)

Students can access VET programs through the College which:
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

International students are able to access VET - Vocational education and training courses from CRICOS registered providers only.

Additional fees are payable and will vary depending on the course selected.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student’s:
- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.
Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
Students should complete Units 1 and 2 before starting Units 3 and 4.
Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.
Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students’ results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students’ overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student’s profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student’s overall subject result and is not privileged over summative internal assessment.
Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student’s exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students’ responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
administered under supervised conditions
marked by the school according to a common marking scheme developed by the QCAA.
The CIA is not privileged over the other summative internal assessment.

**Summative internal assessment — instrument-specific standards**

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

**Short Courses**

**Course overview**

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:
- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

**Assessment**

A Short Course uses two summative school-developed assessments to determine a student’s exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.
# QCAA Senior Syllabuses

## Mathematics
- General:
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Applied:
  - Essential Mathematics
- Short Course:
  - Numeracy

## English
- General:
  - English
  - English as an Additional Language
- Applied:
  - Essential English
- Short Course:
  - Literacy

## Humanities
- General:
  - Business
  - Geography
  - Legal Studies
  - Modern History
- Applied:
  - Religion and Ethics
- Short Course:
  - Career Education

## Science
- General:
  - Biology
  - Chemistry
  - Physics
- Applied:
  - Aquatic Practices

## Technologies
- General:
  - Digital Solutions
- Applied:
  - Information Communication Technology
  - Furnishing Skills
  - Hospitality Practices

## Health and Physical Education
- General:
  - Physical Education
- Applied:
  - Sport and Recreation

## Languages
- General:
  - Italian
  - Japanese

## The Arts
- General:
  - Drama
  - Music
  - Visual Art
- Applied:
  - Drama in Practice
  - Music in Practice
  - Visual Arts in Practice

## Vocational Education and Training (VET)
- Various Programs Offered

## Distance Education
- Various Subjects Offered
General Mathematics

General senior subject

General Mathematics’ major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, measurement and relations</td>
<td>Applied trigonometry, algebra, matrices and univariate data</td>
<td>Bivariate data, sequences and change, and Earth geometry</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

### Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

### Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
Structure

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<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>Algebra, statistics and functions</td>
<td>Calculus and further functions</td>
<td>Further calculus</td>
<td>Further functions and statistics</td>
</tr>
<tr>
<td>- Arithmetic and geometric sequences and series 1</td>
<td>- Exponential functions 2</td>
<td>- The logarithmic function 2</td>
<td>- Further differentiation and applications 3</td>
</tr>
<tr>
<td>- Functions and graphs</td>
<td>- The logarithmic function 1</td>
<td>- Further differentiation and applications 2</td>
<td>- Trigonometric functions 2</td>
</tr>
<tr>
<td>- Counting and probability</td>
<td>- Trigonometric functions 1</td>
<td>- Integrals</td>
<td>- Discrete random variables 2</td>
</tr>
<tr>
<td>- Exponential functions 1</td>
<td>- Introduction to differential calculus</td>
<td>- Continuous random variables and the normal distribution</td>
<td>- Interval estimates for proportions</td>
</tr>
<tr>
<td>- Arithmetic and geometric sequences</td>
<td>- Further differentiation and applications 1</td>
<td>- Discrete random variables 1</td>
<td></td>
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</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>- Examination</td>
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</tbody>
</table>
Specialist Mathematics
General senior subject

Specialist Mathematics’ major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential too for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways
A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives
By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.
Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Combinatorics, vectors and proof**  
- Combinatorics  
- Vectors in the plane  
- Introduction to proof | **Complex numbers, trigonometry, functions and matrices**  
- Complex numbers 1  
- Trigonometry and functions  
- Matrices | **Mathematical induction, and further vectors, matrices and complex numbers**  
- Proof by mathematical induction  
- Vectors and matrices  
- Complex numbers 2 | **Further statistical and calculus inference**  
- Integration and applications of integration  
- Rates of change and differential equations  
- Statistical inference |

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

**Summative assessments**

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**Summative internal assessment 3 (IA3):**  
- Examination | 15% |
| **Summative internal assessment 2 (IA2):**  
- Examination | 15% |
|   | **Summative external assessment (EA):** 50%  
- Examination |
Essential Mathematics
Applied senior subject

Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>• Fundamental topic:</td>
<td>• Fundamental topic:</td>
<td>• Fundamental topic:</td>
<td>• Fundamental topic:</td>
</tr>
<tr>
<td>Calculations</td>
<td>Calculations</td>
<td>Calculations</td>
<td>Calculations</td>
</tr>
<tr>
<td>Number</td>
<td>Managing money</td>
<td>Measurement</td>
<td>Measurements</td>
</tr>
<tr>
<td>Representing data</td>
<td>Time and motion</td>
<td>Scales, plans and models</td>
<td>Bivariate graphs</td>
</tr>
<tr>
<td>Graphs</td>
<td>Data collection</td>
<td>Summarising and comparing data</td>
<td>Probability and relative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>frequencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Loans and compound</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>interest</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person’s ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways
A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives
By the conclusion of the course of study, students will:

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment
Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>- an extended response — oral mathematical presentation (Internal assessment 1A)</td>
<td>- an examination — short response (Internal assessment 2A)</td>
</tr>
</tbody>
</table>
English
General senior subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways
A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives
By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.
# Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perspectives and texts</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Textual connections</strong></td>
<td><strong>Close study of literary texts</strong></td>
</tr>
<tr>
<td>- Examining and creating perspectives in texts</td>
<td>- Examining and shaping representations of culture in texts</td>
<td>- Exploring connections between texts</td>
<td>- Engaging with literary texts from diverse times and places</td>
</tr>
<tr>
<td>- Responding to a variety of non-literary and literary texts</td>
<td>- Responding to literary and non-literary texts, including a focus on Australian texts</td>
<td>- Examining different perspectives of the same issue in texts and shaping own perspectives</td>
<td>- Responding to literary texts creatively and critically</td>
</tr>
<tr>
<td>- Creating responses for public audiences and persuasive texts</td>
<td>- Creating imaginative and analytical texts</td>
<td>- Creating responses for public audiences and persuasive texts</td>
<td>- Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Extended response — written response for a public audience</td>
<td>- Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>- Extended response — persuasive spoken response</td>
<td>- Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
English as an Additional Language
General senior subject

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students’ knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways
A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives
By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, text and culture</td>
<td>Perspectives in texts</td>
<td>Issues, ideas and attitudes</td>
<td>Close study of literary texts</td>
</tr>
<tr>
<td>• Examining and shaping representations of</td>
<td>• Examining and shaping perspectives in</td>
<td>• Exploring representations of issues, ideas</td>
<td>• Engaging with literary texts from diverse</td>
</tr>
<tr>
<td>culture</td>
<td>texts</td>
<td>and attitudes</td>
<td>times and places</td>
</tr>
<tr>
<td>• Responding to a variety of media and</td>
<td>• Responding to literary texts, including</td>
<td>• Responding to literary and persuasive</td>
<td>• Responding to literary texts creatively</td>
</tr>
<tr>
<td>literary texts</td>
<td>a focus on Australian texts</td>
<td>texts</td>
<td>and critically</td>
</tr>
<tr>
<td>• Creating analytical and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
<td>• Creating analytical and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination – analytical written response</td>
<td>• Extended response – imaginative spoken/multimodal response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response – persuasive written response</td>
<td>• Examination – analytical extended response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language that works</td>
<td>Texts and human experiences</td>
<td>Language that influences</td>
<td>Representations and popular culture texts</td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>
Literacy
Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person’s ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — written (Internal assessment 1A)</td>
<td>• an extended response — short response (Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal assessment 1B).</td>
<td>• a reading comprehension task (Internal assessment 2B).</td>
</tr>
</tbody>
</table>
Business
General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways
A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives
By the conclusion of the course of study, students will:
- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business creation</td>
<td>Business growth</td>
<td>Business diversification</td>
<td>Business evolution</td>
</tr>
<tr>
<td>• Fundamentals of business</td>
<td>• Establishment of a business</td>
<td>• Competitive markets</td>
<td>• Repositioning a business</td>
</tr>
<tr>
<td>• Creation of business ideas</td>
<td>• Entering markets</td>
<td>• Strategic development</td>
<td>• Transformation of a business</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Extended response — feasibility report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — business report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Geography

General senior subject

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Responding to risk and vulnerability in hazard zones  
  - Natural hazard zones  
  - Ecological hazard zones | Planning sustainable places  
  - Responding to challenges facing a place in Australia  
  - Managing the challenges facing a megacity | Responding to land cover transformations  
  - Land cover transformations and climate change  
  - Responding to local land cover transformations | Managing population change  
  - Population challenges in Australia  
  - Global population change |
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Civil law foundations</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal investigation process</td>
<td>• Contractual obligations</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Civil law foundations</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal investigation process</td>
<td>• Contractual obligations</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the modern world</strong></td>
<td><strong>Movements in the modern world</strong></td>
<td><strong>National experiences in the modern world</strong></td>
<td><strong>International experiences in the modern world</strong></td>
</tr>
<tr>
<td>Australian Frontier Wars, 1788–1930s</td>
<td>Australian Indigenous rights movement since 1967</td>
<td>Australia, 1914–1949</td>
<td>Australian engagement with Asia since 1945</td>
</tr>
<tr>
<td>Industrial Revolution, 1760s–1890s</td>
<td>Workers’ movement since the 1860s</td>
<td>France, 1799–1815</td>
<td>Trade and commerce between nations since 1833</td>
</tr>
<tr>
<td>American Revolution, 1763–1783</td>
<td>Women’s movement since 1893</td>
<td>New Zealand, 1841–1934</td>
<td>Mass migrations since 1848</td>
</tr>
<tr>
<td>French Revolution, 1789–1799</td>
<td>May Fourth Movement in China, 1919</td>
<td>Germany, 1914–1945</td>
<td>Information Age since 1936</td>
</tr>
<tr>
<td>Age of Imperialism, 1848–1914</td>
<td></td>
<td>United States of America, 1917–1945</td>
<td>Genocides and ethnic cleansings since 1941</td>
</tr>
</tbody>
</table>

### Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

### Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.
### Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — essay in response to</td>
<td>• Investigation — historical essay based</td>
</tr>
<tr>
<td>historical sources</td>
<td>on research</td>
</tr>
<tr>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to</td>
</tr>
<tr>
<td><strong>25%</strong></td>
<td>historical sources</td>
</tr>
<tr>
<td></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

By the conclusion of the course of study, students should:

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who am I? the personal perspective</td>
<td>• The Australian scene</td>
</tr>
<tr>
<td>• Who are we? the relational perspective</td>
<td>• Ethics and morality</td>
</tr>
<tr>
<td>• Is there more than this? the spiritual perspective</td>
<td>• Good and evil</td>
</tr>
<tr>
<td></td>
<td>• Heroes and role models</td>
</tr>
<tr>
<td></td>
<td>• Indigenous Australian spiritualities</td>
</tr>
<tr>
<td></td>
<td>• Peace and conflict</td>
</tr>
<tr>
<td></td>
<td>• Religion and contemporary culture</td>
</tr>
<tr>
<td></td>
<td>• Religions of the world</td>
</tr>
<tr>
<td></td>
<td>• Religious citizenship</td>
</tr>
<tr>
<td></td>
<td>• Sacred stories</td>
</tr>
</tbody>
</table>
Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item on the test
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

**Pathways**

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

**Objectives**

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with code</td>
<td>Application and data solutions</td>
<td>Digital innovation</td>
<td>Digital impacts</td>
</tr>
<tr>
<td>• Understanding digital problems</td>
<td>• Data-driven problems and solution requirements</td>
<td>• Interactions between users, data and digital systems</td>
<td></td>
</tr>
<tr>
<td>• User experiences and interfaces</td>
<td>• Data and programming techniques</td>
<td>• Real-world problems and solution requirements</td>
<td>• Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>• Algorithms and programming techniques</td>
<td>• Prototype data solutions</td>
<td>• Innovative digital solutions</td>
<td>• Prototype digital data exchanges</td>
</tr>
<tr>
<td>• Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — technical proposal</td>
<td>• Project — folio</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — digital solution</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>
Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways
A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives
By the conclusion of the course of study, students should:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure
The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Animation</td>
</tr>
<tr>
<td>Software</td>
<td>Application development</td>
</tr>
<tr>
<td>ICT in society</td>
<td>Audio and video production</td>
</tr>
<tr>
<td></td>
<td>Data management</td>
</tr>
<tr>
<td></td>
<td>Network fundamentals</td>
</tr>
<tr>
<td></td>
<td>Online communication</td>
</tr>
<tr>
<td></td>
<td>Website production</td>
</tr>
</tbody>
</table>
Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal: 3–6 minutes  
  - product: continuous class time. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. |
Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways
A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives
By the conclusion of the course of study, students should:
- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure
The Furnishing Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Cabinet-making</td>
</tr>
<tr>
<td>Production processes</td>
<td>Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>Furniture-making</td>
</tr>
<tr>
<td></td>
<td>Glazing and framing</td>
</tr>
<tr>
<td></td>
<td>Upholstery</td>
</tr>
</tbody>
</table>

Assessment
For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3-6 minutes  
  - product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
• 50–250 words per item |
Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the hospitality industry</td>
<td>Kitchen operations</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Beverage operations and service</td>
</tr>
<tr>
<td>Hospitality in practice</td>
<td>Food and beverage service</td>
</tr>
</tbody>
</table>
Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one investigation or an extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>A project consists of a product and performance component and one other component from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td>• product and performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.
Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others’ health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways
A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives
By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Project — folio | 25%  
  Summative internal assessment 3 (IA3):  
  • Project — folio | 30%  
| Summative internal assessment 2 (IA2):  
  • Investigation — report | 20%  
  Summative external assessment (EA):  
  • Examination — combination response | 25% |
Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives
By the conclusion of the course of study, students should:
- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.
Structure

The Sport & Recreation course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: 2–4 minutes.*

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

• 2–4 minutes*

• 60–90 minutes
• 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.
Biology
General senior subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways
A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives
By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>• Cells as the basis of life</td>
<td>• Homeostasis</td>
<td>• Describing biodiversity</td>
<td>• DNA, genes and the continuity of life</td>
</tr>
<tr>
<td></td>
<td>• Infectious diseases</td>
<td>• Ecosystem dynamics</td>
<td>• Continuity of life on Earth</td>
</tr>
</tbody>
</table>
Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Data test</td>
<td>- Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>- Student experiment</td>
<td>- Examination</td>
</tr>
<tr>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Summative internal assessment 2 (IA2): 20%

**Summative external assessment (EA):** 50%

- Examination
Chemistry
General senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways
A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives
By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>
Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Objectives

By the conclusion of the course of study, students should:

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study

Schools determine whether to include elective topics in a course of study.

<table>
<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
</table>
| Environmental  | • Environmental conditions  
|                | • Ecosystems  
|                | • Conservation and sustainability | • Citizen science |
### Areas of study

<table>
<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>• Entering the aquatic environment</td>
<td>• Aquatic activities</td>
</tr>
<tr>
<td>Commercial</td>
<td>• Employment</td>
<td>• Aquaculture, aquaponics and aquariums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Boat building and marine engineering</td>
</tr>
<tr>
<td>Cultural</td>
<td>• Cultural understandings</td>
<td>• Historical understandings</td>
</tr>
<tr>
<td>Safety and management</td>
<td>• Legislation, rules and regulations for aquatic</td>
<td></td>
</tr>
<tr>
<td>practices</td>
<td>environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Equipment maintenance and operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First aid and safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management practices</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examinatio n</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
<td>A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 60–90 minutes</td>
<td>• performance: continuous class time to develop and practice the performance.</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>50–250 words per item</td>
<td></td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Italian
General senior subject

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Italian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

☐ comprehend Italian to understand information, ideas, opinions and experiences
☐ identify tone, purpose, context and audience to infer meaning, values and attitudes
☐ analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
☐ apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
☐ structure, sequence and synthesise information to justify opinions, ideas and perspectives
☐ use strategies to maintain communication and exchange meaning in Italian.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>La mia vita</td>
<td>Esplorando il mondo</td>
<td>La nostra società</td>
<td>Il mio futuro</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>Family/carers and friends</td>
<td>Travel</td>
<td>Roles and relationships</td>
<td>Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>Lifestyle and leisure</td>
<td>Technology and media</td>
<td>Socialising and connecting with my peers</td>
<td>Responsibilities and moving on</td>
</tr>
<tr>
<td>Education</td>
<td>The contribution of Italian culture to the world</td>
<td>Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

Pathways

La mia vita

- My world
  - Family/carers and friends
  - Lifestyle and leisure
  - Education

Esplorando il mondo

- Exploring our world
  - Travel
  - Technology and media
  - The contribution of Italian culture to the world

La nostra società

- Our society
  - Roles and relationships
  - Socialising and connecting with my peers
  - Groups in society

Il mio futuro

- My future
  - Finishing secondary school, plans and reflections
  - Responsibilities and moving on
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td></td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>15%</td>
</tr>
<tr>
<td>• Extended response</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>30%</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>30%</td>
</tr>
</tbody>
</table>
Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways
A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives
By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私のくらし</td>
<td>私達のまわり</td>
<td>私達の社会</td>
<td>私の将来</td>
</tr>
<tr>
<td>My world</td>
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<td>The contribution of Japanese culture to the world</td>
<td>Groups in society</td>
<td>Responsibilities and moving on</td>
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Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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</tr>
<tr>
<td>Examination — short response</td>
<td>Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Examination — combination response</td>
<td>Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students’ knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways
A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives
By the conclusion of the course of study, students will:
- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong></td>
<td><strong>Reflect</strong></td>
<td><strong>Challenge</strong></td>
<td><strong>Transform</strong></td>
</tr>
<tr>
<td>How does drama promote shared understandings of the human experience?</td>
<td>How is drama shaped to reflect lived experience?</td>
<td>How can we use drama to challenge our understanding of humanity?</td>
<td>How can you transform dramatic practice?</td>
</tr>
<tr>
<td>• cultural inheritances of storytelling</td>
<td>• Realism, including Magical Realism, Australian Gothic</td>
<td>• Theatre of Social Comment, including Theatre of the</td>
<td>• Contemporary performance</td>
</tr>
</tbody>
</table>
• oral history and emerging practices
• a range of linear and non-linear forms

• associated conventions of styles and texts

Absurd and Epic Theatre
• associated conventions of styles and texts
• inherited texts as stimulus

### Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — practice-led project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — dramatic concept</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>• Examination — extended response</td>
</tr>
</tbody>
</table>

[Table continued...]

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**Note:** Table continues on subsequent page(s).
Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong></td>
<td><strong>Identities</strong></td>
<td><strong>Innovations</strong></td>
<td><strong>Narratives</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
</tr>
<tr>
<td>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td>
<td>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others’ art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways
A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives
By the conclusion of the course of study, students will:
- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art as lens</td>
<td>Art as code</td>
<td>Art as knowledge</td>
<td>Art as alternate</td>
</tr>
<tr>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
</tr>
<tr>
<td>learning, the following</td>
<td>learning, the following</td>
<td>learning, the following</td>
<td>learning, the following</td>
</tr>
<tr>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
</tr>
<tr>
<td>Concept: evolving alternate</td>
<td>Concept: evolving alternate</td>
<td>Concept: evolving alternate</td>
<td>Concept: evolving alternate</td>
</tr>
</tbody>
</table>
• Concept: lenses to explore the material world
• Contexts: personal and contemporary
• Focus: People, place, objects
• Media: 2D, 3D, and time-based

• Concept: art as a coded visual language
• Contexts: formal and cultural
• Focus: Codes, symbols, signs and art conventions
• Media: 2D, 3D, and time-based

• Concept: constructing knowledge as artist and audience
• Contexts: contemporary, personal, cultural and/or formal
• Focus: student-directed
• Media: student-directed

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Investigation — inquiry phase 1 | 15% | Summative internal assessment 3 (IA3):  
• Project — inquiry phase 3 | 35% |
| Summative internal assessment 2 (IA2):  
• Project — inquiry phase 2 | 25% |  |

Summative external assessment (EA): 25%
• Examination
Drama in Practice  
Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

By the conclusion of the course of study, students should:

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic principles</td>
<td>• Acting (stage and screen)</td>
</tr>
<tr>
<td>Dramatic practices</td>
<td>• Career pathways (including arts entrepreneurship)</td>
</tr>
<tr>
<td></td>
<td>• Community theatre</td>
</tr>
<tr>
<td></td>
<td>• Contemporary theatre</td>
</tr>
<tr>
<td></td>
<td>• Directing</td>
</tr>
<tr>
<td></td>
<td>• Playbuilding</td>
</tr>
<tr>
<td></td>
<td>• Scriptwriting</td>
</tr>
<tr>
<td></td>
<td>• Technical design and production</td>
</tr>
<tr>
<td></td>
<td>• The theatre industry</td>
</tr>
<tr>
<td></td>
<td>• Theatre through the ages</td>
</tr>
<tr>
<td></td>
<td>• World theatre</td>
</tr>
</tbody>
</table>
### Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution.</td>
<td>A technique that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td></td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• presentation: 3–6 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance onstage (stage acting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2–4 minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1½–3 minutes: group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance onstage (screen acting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2–3 minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1½–2½ minutes: group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance offstage (directing, designing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4–6 minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• acting performance (stage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3–5 minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2–4 minutes: group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• acting performance (screen)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2½–3½ minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2–3 minutes: group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• directing performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5–7 minutes: individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• variable conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• presented in one of the following modes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• written: 600–1000 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• non-presentation: 10 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• presentation: 4–7 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
<table>
<thead>
<tr>
<th>(excluding actors delivering text)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• workshop performance (other): variable conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: variable conditions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others’ music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

By the conclusion of the course of study, students should:

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others’ music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

The Music in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music principles</td>
<td>Community music</td>
</tr>
<tr>
<td>Music practices</td>
<td>Contemporary music</td>
</tr>
<tr>
<td></td>
<td>Live production and performance</td>
</tr>
<tr>
<td></td>
<td>Music for film, TV and video games</td>
</tr>
<tr>
<td></td>
<td>Music in advertising</td>
</tr>
<tr>
<td></td>
<td>The music industry</td>
</tr>
<tr>
<td></td>
<td>Music technology and production</td>
</tr>
<tr>
<td></td>
<td>Performance craft</td>
</tr>
<tr>
<td></td>
<td>Practical music skills</td>
</tr>
<tr>
<td></td>
<td>Songwriting</td>
</tr>
<tr>
<td></td>
<td>World music</td>
</tr>
</tbody>
</table>
Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product (Composition)</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the application of skills to create music.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: variable conditions
- product: variable conditions.

- music performance: minimum of two minutes total performance time
- production performance: variable conditions
- manipulating existing sounds: minimum of two minutes
- arranging and creating: minimum of 32 bars or 60 seconds

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
Visual Arts in Practice
Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways
A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives
By the conclusion of the course of study, students should:
- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure
The Visual Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual mediums, technologies, techniques</td>
<td>• 2D</td>
</tr>
<tr>
<td>• Visual literacies and contexts</td>
<td>• 3D</td>
</tr>
<tr>
<td>• Artwork realisation</td>
<td>• Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>• Craft</td>
</tr>
</tbody>
</table>
Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>
| A project consists of:  
  • a product component: variable conditions  
  • at least one different component from the following  
    • written: 500–900 words  
    • spoken: 2½–3½ minutes  
    • multimodal  
      • non-presentation: 8 A4 pages max (or equivalent)  
      • presentation: 3–6 minutes. | • variable conditions | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal  
    • non-presentation: 10 A4 pages max (or equivalent)  
    • presentation: 4–7 minutes. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal  
    • non-presentation: 10 A4 pages max (or equivalent)  
    • presentation: 4–7 minutes. |
Vocational Education and Training (VET) and School Based Traineeship/Apprenticeship Pathways

Peace Lutheran College offers a range of opportunities for students wishing to follow a vocational education pathway. The College is in partnership with a number of service providers including TAFE Queensland North, Aviation Australia and CQ University and through these providers and local employers can offer School Based Apprenticeships and Certificate II and III’s.

All VET courses offered to our students whilst still at school contribute to the attainment of their Queensland Certificate of Education (QCE). The majority of courses attract four (4) QCE points. Courses available to students under the VET in Schools program also align with the expected skill shortages predicted in our region over the coming years. This means their skills will be in demand by employers across Queensland.

Many of the VET courses on offer will provide students with a study pathway directly into Diploma or higher certificate courses at the completion of Year 12. This is a suitable option for students if they;

- Have a keen interest in working in a trade (e.g. electrician, hairdressing, plumbing, carpentry, health care, aviation).
- Are considering an apprenticeship or traineeship.
- Are not considering university studies in the near future.
- Have decided to pursue a non-ATAR pathway.

Students who are interested in undertaking a VET educational pathway must make an appointment with our Careers Guidance Officer before subject selection to discuss their options.

Distance Education

Students may wish to select a General Subject that is not offered in the subject selection list. These subjects can be delivered through the Cairns School of Distance Education using our Distance Education Suite. This service does incur a cost additional to Peace Lutheran College school fees. Please contact the Year 10 Coordinator to discuss this option during the subject selection process.